

New Brunswick Middle School

District: NEW BRUNSWICK CITY

County: MIDDLESEX

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 233530055

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Georgette Gonzalez Lugo	Yes	Yes	Yes		
Vice Principal	Nicholas Bozza	Yes	Yes	Yes		
ELA	Lisa Capote	Yes	Yes	Yes		
Math Specialist	JoAnna Castellano	Yes	No	Yes		
ELA	Melissa DiLeone	Yes	Yes	No		
ELA Specialist	Amy Eckert	Yes	Yes	Yes		
Science	Kathryn Galasso	Yes	Yes	Yes		
ELA	Reem Gomez	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
ELA	Melanie Hochfelsen	Yes	Yes	No		
ELA	Tamiko Neal	Yes	Yes	Yes		
Social Studies Sp. Ed.	Alyson Prioli-Baader	Yes	Yes	Yes		
Guidance	Marisa Sudnick	Yes	Yes	No		
Math Sp. Ed.	Megan Zarodnansky	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/15/2021	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/06/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/19/2021	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/24/2021	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
"Literacy Diagnostic Progress monitoring to differentiate and scaffold -Focused CCSS instruction"	Literacy	All Students	Yes	Yes	Yes	ELA teachers, through lesson plan feedback and informal observation, use differentiation and scaffolding in their classrooms. Use of data from summative assessments.
LCCA (Life College Career Advisory) program	All	6th, 7th, 8th Grade Students	Yes	Yes	Yes	Quantity of discipline referrals, Teacher satisfaction and implementation surveys, Revised Surveys, Targeted skills
Intervention and Referral Services	Identified 6th, 7th, 8th Grade Students	All Students	Yes	Yes	Yes	"Action plans, exiting percentage, change in class grades, discipline records, retention rates"
Extended Day Program	Literacy/Math	All Students	Yes	Yes	Yes	Grade Improvement, Attendance Rate, Participation

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Teacher implementation of data-based interventions	Math, English/Language Arts, Social Studies, Science	All Students	Yes	Yes	Yes	Lesson Plans, Copies of common assessments, Unit Review, CPT Agenda
Chronic Absenteeism System	Chronically Absent Students/Students with multiple absences	All students	Yes	Yes	Yes	Reduction in absences, Trends per grade level
ELL Monitoring/Support	Literacy	ELL Students	Yes	Yes	Yes	Common Assessments progress, Access Data, EDL rates, trends in level 4 students
High Level Tasks - Rubrics	Literacy, Math and Science	All Students	Yes	Yes	Yes	Implementation of Reasoning Rubrics
ELA/Math/Special Education Specialist Push In	Literacy/Math/Science	All Students	Yes	Yes	Yes	Lesson Plans Students' grades

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Newsela/Common Lit	Literacy	All Students	Yes	Yes	Yes	Platform student tracking

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. <a <="" _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" reports.="" td="" to="" website="" with=""> <th data-bbox="777 368 994 432">Student Group</th> <th data-bbox="1001 368 1077 432">ELA</th> <th data-bbox="1084 368 1160 432">Math</th> <th data-bbox="1167 368 1243 432">Alg1</th> <th data-bbox="1249 368 1326 432">Alg2</th> <th data-bbox="1332 368 1406 432">Geo</th> <td data-bbox="1413 368 1805 1417" rowspan="15"> Math Grade 5 (current grade 6) LVL 1 10.4% LVL 2 29.9% LVL 3 40% LVL 4 18.6% LVL 5 1.1% Grade 6 (current grade 7) LVL 1 18.6% LVL 2 41.8% LVL 3 31.8% LVL 4 7.7% LVL 5 0% Grade 7 (current grade 8) LVL 1 12% LVL 2 27.18% LVL 3 34.6% LVL 4 24.7% LVL 5 1.5% Alg 1 LVL 5 0% 4 58.6% 3 36.6% 2 7.3% 1 0% Male Proficient : 95% Female: 97.5% ELA </td> <td data-bbox="1812 368 2179 1417" rowspan="15"> "The transition from elementary school to middle school students tend to struggle with the greater amount of math standards covered in Grade 6 which seem highly demanding. As students progress throughout the middle school grades, they improve their math state scores as they acclimate to the school systems and math content curriculum. Moving from a procedural founded math curriculum and instruction to a conceptual based model of learning, students originally grapple with the assessing and advancing questioning techniques teachers utilize with high-level tasks. </td> 	Student Group	ELA	Math	Alg1	Alg2	Geo	Math Grade 5 (current grade 6) LVL 1 10.4% LVL 2 29.9% LVL 3 40% LVL 4 18.6% LVL 5 1.1% Grade 6 (current grade 7) LVL 1 18.6% LVL 2 41.8% LVL 3 31.8% LVL 4 7.7% LVL 5 0% Grade 7 (current grade 8) LVL 1 12% LVL 2 27.18% LVL 3 34.6% LVL 4 24.7% LVL 5 1.5% Alg 1 LVL 5 0% 4 58.6% 3 36.6% 2 7.3% 1 0% Male Proficient : 95% Female: 97.5% ELA	"The transition from elementary school to middle school students tend to struggle with the greater amount of math standards covered in Grade 6 which seem highly demanding. As students progress throughout the middle school grades, they improve their math state scores as they acclimate to the school systems and math content curriculum. Moving from a procedural founded math curriculum and instruction to a conceptual based model of learning, students originally grapple with the assessing and advancing questioning techniques teachers utilize with high-level tasks.
		Schoolwide	36.1 %	15.8%	60%				
		White							
		Hispanic	36.1 %	15.9%	*				
		Black or African American	31.7 %	12.7%	*				
		Asian, Native Hawaiian, or Pacific Islander	*	*					
		American Indian or Alaska Native	*	*					
		Two or More Races	*	*					
		Female	46.2 %	15.5%	46%				
		Male	27.3 %	16.1%	67%				
		Economically Disadvantaged Students	36.1 %	16.7%	*				
		Non-Economically Disadvantaged Students	36.1 %	10.1%	*				
		Students with Disabilities	*	*					
		Students without Disabilities	*	*	60%				
		English Learners	*	*	*				
Non-English Learners	*	*	*						
Homeless Students	45.5 %	*							
Students in Foster Care	*	*							

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo		
		Military-Connected Students							
		Migrant Students							
								<p>Grade 5 (current grade 6) LVL 1 11.9% LVL 2 25.6% LVL 3 34.2% LVL 4 27% LVL 5 1.1%</p> <p>Grade 6 (current grade 7) LVL 1 14% LVL 2 20.5% LVL 3 37.3% LVL 4 25.9% LVL 5 2%</p> <p>Grade 7 (current grade 8) LVL 1 13.1% LVL 2 15% LVL3 23.3% LVL 4 32.6% LVL 5 14.7%</p>	<p>As students move up in grade level, they increase in proficiency; especially current 8th grade students moving from 65.2% proficient to 70.6%, with more Level 5 (Exceeding Expectations) than the other two years. In grades 6 and 7 the largest percentage of students full under Level 3 (Approaching Expectations), by 8th grade this moves to Level 4.</p>

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				Science There is no previous year of data to compare this year's data to as the previous year was the first implementation year of the new Science NJSLA assessment and scores were not released. For this year, proficiency percentages for 8th grade students were: Overall: 1% Hispanic: 1% Female: 0% Male: 2% Economically disadvantaged: 1% SWD: 0%"	It is hard to quantify trends based on the small sample size of proficient students and the lack of previous year's scores to compare this data to. Based on these numbers though, it can be said that more male students had proficient scores than female students.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide		1%			
		White		*			
		Hispanic		1%			
		Black or African					
		Asian, Native		*			
		American Indian or					
		Two or More Races		*			
		Female		0%			
		Male		2%			
		Economical ly		1%			
		Non-Economical		0%			
		Students with		0%			

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		1%			
		English Learners					
		Non-English					
		Homeless Students					
		Students in Foster Care		*			
		Military-Connected		*			
		Migrant Students					

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Not applicable at this time.	Overall the school had an MSGP score of 3. Two teachers were on a Corrective Action Plan.
		Schoolwide	53%	40.5%		
		White				
		Hispanic	52%	41%		
		Black or African American	56%	23%		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female	57%	41%		
		Male	47%	39.5%		
		Economically Disadvantaged	52%	41%		
		Non-Economically Disadvantaged				
		Students with Disabilities	40%	35%		
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners	59%	32.5%		
		Non-English Learners				
		Homeless Students	47.5%	*		
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)		Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Grade 6		<p>ELA:</p> <p>Grade 6 participation has declined.</p> <p>Grade 6 proficiency has doubled from Cycle 1 to Cycle 3.</p> <p>Grade 7 participation has declined, although not by as much as the other grade levels.</p> <p>Grade 7 proficiency has remained about the same.</p> <p>Grade 8 participation has declined significantly.</p> <p>Grade 8 proficiency has increased since Cycle 1</p> <p>The decrease in</p>
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 1 Participation	91	
							Cycle 2 Participation	84	
							Cycle 3 Participation	64	
		K	0%	0%	0%	0%	Cycle 1 Proficiency	23	
							Cycle 2 Proficiency	21	
							Cycle 3 Proficiency	53	
		1	0%	0%	0%	0%	Grade 7		
		2	0%	0%	0%	0%	Cycle 1 Participation	98	
							Cycle 2 Participation	84	
							Cycle 3 Participation	83	
		3	0%	0%	0%	0%	Cycle 1 Proficiency	46	
							Cycle 2 Proficiency	44	
							Cycle 3 Proficiency	45	
4	0%	0%	0%	0%	Grade 8				
5	0%	0%	0%	0%	Cycle 1 Participation	83			
					Cycle 2 Participation	83			
					Cycle 3 Participation	34			
6	91%	21%	0%	0%	Cycle 1 Proficiency	37			
					Cycle 2 Proficiency	26			
					Cycle 3 Proficiency	46"			
7	98%	44%	0%	0%					
8	83%	26%	0%	0%					
9	0%	0%	0%	0%					
10	0%	0%	0%	0%					
11	0%	0%	0%	0%					

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		participation, possibly led to an increase in proficiency because some of the students that did take the assessment were possibly the ones more committed to the task.
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	90%	83%	0%	0%		
		7	88%	77%	0%	0%		
		8	83.7%	78%	0%	0%		
		9	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Grade 6 Cycle 1 Participation 91% Cycle 2 Participation 84% Cycle 3 Participation 64% Cycle 1 Proficiency 23% Cycle 2 Proficiency 21% Cycle 3 Proficiency 53% Grade 7 Cycle 1 Participation 98% Cycle 2 Participation 84% Cycle 3 Participation 83% Cycle 1 Proficiency 46% Cycle 2 Proficiency 44% Cycle 3 Proficiency 45% Grade 8 Cycle 1 Participation 83% Cycle 2 Participation 83% Cycle 3 Participation 34% Cycle 1 Proficiency 37%	ELA: Grade 6 participation has declined. Grade 6 proficiency has doubled from Cycle 1 to Cycle 3. Grade 7 participation has declined, although not by as much as the other grade levels. Grade 7 proficiency has remained about the same. Grade 8 participation has declined significantly. Grade 8 proficiency has increased since Cycle 1
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	23%	83.5%	0%	0%		
		7	46%	85.3%	0%	0%		
		8	37%	83%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends				
			<table border="1"> <tr> <td>Cycle 2 Proficiency</td> <td>26%</td> </tr> <tr> <td>Cycle 3 Proficiency</td> <td>46%</td> </tr> </table>	Cycle 2 Proficiency	26%	Cycle 3 Proficiency	46%	
Cycle 2 Proficiency	26%							
Cycle 3 Proficiency	46%							

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Math:	Students are making stable growth in comparison to their peers. We are continuing to train teachers on best practices and implementing rubric to assist students in assessing their own work and what they need to work on.
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	18.2%	30%	0%	0%		
		7	31.3%	31%	0%	0%		
		8	55.5%	49%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	33.3%	40% of ELL students will move up one proficiency level after success in meeting WIDA Standards in the 2019-2020 school year. 2019-2020 School Year: 103/257 ELL students advancing one language proficiency level.	Students are increasing in the components of listening and speaking yet are still struggling in reading and writing.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	1261	Current enrollment as of June 22, 2021 is 1248	Our enrollment decreased by approximately 100 students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	92.47%	Our average 92%	Our attendance during remote learning was not as high as the prior years.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	22.20%	Based on the data total chronic absences were 277.	We have maintained our chronic absenteeism under 11%. This is due to the efforts of contacting parents to schedule a meeting with principal plus automated calls and calls from attendance officers and home visits.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	96.93%	Staff attendance ranged between 92%-99%	"Teacher attendance has increased from the prior year from 3.22%. Teacher incentive programs have proven effective such as dress down days. Overall, a more positive school climate. Flexibility of distance learning has shown an increase in attendance."

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.10%	We had minimal discipline due to remote learning.	Discipline decreased when we changed to distant learning due to COVID 19. Rates prior to distant learning on tracked with previous years.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.10%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	<p>Results from surveys</p> <ul style="list-style-type: none"> *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family 		<p>63 Students completed the survey. 90 Parents completed the survey. 86 Staff members completed the survey.</p> <p>The majority of the students feel that the length of the school day is appropriate, they have enough time to get to their classes. All of the students feel that the school is kept clean. The majority of the students like their school. 10 students do not agree that the rules and consequences are clear. About 30 students feel they do not do their best. About 90 students stated they do not complete their homework. Over 100 students feel is it ok to cheat if other students are cheating. About 52 students do not try to do their best. About 38 students stated they are not encouraged by teachers. About 53 students stated that their teacher does not make their learning interesting.</p>	<p>"77% of the teachers feel they have enough time to plan. They are all in agreement with the length of the school."</p> <p>Only 26 staff members feel that the school is not maintained (21%).</p> <p>99% feel safe at school.</p> <p>Only 7 teachers feel that we don't teach conflict resolution which is 5%.</p> <p>84% feel that the students are well behaved.</p> <p>The majority tailor their instruction to meet the needs of the students.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>About 25 students feel they are not encouraged to share what they are learning in class.</p> <p>27 Students stated that their teachers do not notice when they are doing a good job.</p> <p>32 Students feel that their teacher will not help them improve.</p> <p>28 students feel they cannot participate in class.</p> <p>50 students feel teachers do not give them extra help after school.</p> <p>65 Students feel they do not behave in school.</p> <p>The majority feel that they do not care about each other.</p> <p>40 students feel they do not treat each other well.</p> <p>11 Students feel they do not treat each other with respect.</p> <p>25 students feel they are not treated with respect by adults in the school.</p> <p>33 Students feel they cannot work one to one with the teachers.</p> <p>Many students feel they are bullied at the school.</p> <p>About 100 students feel picked on at school.</p> <p>About 25 students feel the</p>	<p>2 teachers are not happy with administration.</p> <p>47% waste time on discipline.</p> <p>All teachers feel motivated to come to work.</p> <p>The majority feel respected by the students.</p> <p>27% feel they have autonomy in their class.</p> <p>13 teachers feel we are not consistent with discipline.</p> <p>Parents feel welcome according to teachers.</p> <p>One teacher feels we do not recognize a job well done from the teachers.</p> <p>The teachers feels we get along as a team, we know what is going on in the class and that we support them.</p> <p>Very few parents</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>rules do not apply fairly. About 60 students feel they stay home because they do not feel safe. 20 students do not feel teachers do not care about them. 54 students feel safe outside around the school. 77 students did not feel happy being in school. About 100 Students feel the work assigned is not meaningful. About 30 students feel they cannot express themselves in school. 4 students feel there family do not want them to do well in school. 28 students stated their parents do not ask them if they have homework. 64 students stated that they would not be punished if they skipped school.</p>	<p>completed the climate and culture survey.</p>

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	42		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	40		
		% of students who scored 4 or 5 on the PARCC assessment	60%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework	May 2021 one teacher exited the Corrected Action Plan. Teacher made improvements on instruction and classroom management.	The data demonstrates that the teachers that received partial effectiveness did not warrant a cap due to the average. We have provided support to the staff with ELA and Math Specialists. "From 112 teachers only 2 teachers are on Corrective Action Plan. This year due to COVID 19, we could not complete all of the observations but for the most part they were completed. All tenure teachers received at least one and all non tenured teachers received at least two for the year. The school implementation committee meets month to discuss best practices. They conduct survey to gauge the professional development needed to support teachers in their instruction. Action plans
Observation Waiver?	No				
# Teachers to Evaluate	112				
# Non-tenure teachers (years 1 & 2)	22				
# Non-tenure teachers (years 3 & 4)	2				
# Teachers on CAP	1				
# Teachers receiving mSGP	0				
Observations	Total				
# Scheduled	154				
# Completed	154				
# Highly Effective	42				
# Effective	112				

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		<p>are disseminated to assist teacher in their planning. We have many strong teachers who are highly effective. These teachers serve as mentors to novice or struggling teachers.</p>
		# Partially Effective	0		
		# Ineffective	0		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
6th grade Orientation	Provide a smooth transition for the upcoming 6th graders.	We had 406 students in 6th grade this school year.	Overall transition was smooth transition.
Back to School Night	"During this night parents came to meet their child's teacher, collect schedule and visit classroom. Data was shared with parents as well as the information about Title 1."	We have sign in sheets to support the attendance of that evening.	Overall, we have a good turn out for this evening.
Parent Teacher Conferences	We conduct 3 Parent teacher conference a year	"Due to COVID 19 we were able to fulfill 2 of the 3 events of the year. We have sign in sheets to support those events."	The parent teacher night in October has a larger turn out than January.
Webmessenger	This is the portal to conduct automated calls to the families.	Webmessenger reports	"We noticed some phones are not working. We are adding parent's emails to the students' s profile."
OnCourse Connect Portal Workshop	"During this event we trained parents to access their students portal to retrieve grades, attendance, etc."	Oncourse Connect Portal	Based on the evidence many parents continue to struggle accessing this portal.

Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	3-Developing	<p>The district continues to work on aligning the resources and assessments to the district curriculum. It is a work in progress and continues to be the focus. We need a Basic Skills Program or an RTI Program.</p>
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	4-Sustaining	
	5	A	4-Sustaining	
Assessment	1	A	3-Developing	<p>Basic Skills Intervention were dissolved from the Middle School two years ago. Many students are rising with instructional gap more so after the pandemic. It is important to reintegrate this model back in the Middle School. Our data shows a need for additional interventions.</p>
	2	A	3-Developing	
	3	A	3-Developing	

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Professional Learning Community (PLC)	1	A	4-Sustaining	<p>Our district has been committed to the five year plan which consist of human capital, rigorous academic program, health and wellness, community engagement, theme based school and student accountability. Our four goals are to increase students achievement by developing, implementing and evaluating a common practice of designing cognitively engaging, high level students centered task that is equitable, measure and aligned to the standards. Differentiated instruction to assess and advance all students equitably through the learning process. Construct logical arguments that require students to cite evidence. Finally, provide equitable digital access through the adoption and implementation of a whole school approach to technology integration.</p>	None at this time.
	2	A	4-Sustaining		
	3	A	4-Sustaining		
	4	A	4-Sustaining		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	We have incorporate the teaching of Black Lives Matter and LBGTQ in effort to provide an understanding and promote sensitivity.	Students are struggling to stay motivated and focus through remote and hybrid learning. We lost the opportunity to conduct a sports program/clubs during the pandemic. We continue to accept interns to shadow leadership and create an environment of collectiveness. We need to continue to analyze data and provide remediation to students who are in need.
	2	A	4-Sustaining		
	3	A	3-Developing		
	4	A	4-Sustaining		
	5	A	4-Sustaining		
	6	A	3-Developing		
	7	A	3-Developing		
	8	A	4-Sustaining		
	9	A	4-Sustaining		
	10	A	4-Sustaining		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		
Teacher and Principal Effectiveness	1	A	3-Developing	We have teacher buddies which is a great help to new hires and teachers that change positions.	None at this time.

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Reading, Listening, Speaking and Writing: Based on data, students need to improve on reasoning and written expression through effective instruction, conversation, questioning and assessments.	Students are 2 to 3 years behind in Reading Comprehension/Fluency. Students are not expressing and supporting their thoughts in their writing. Stamina is not present in their work. There is a lack of foundational skills. The need for consistent rubrics is essential.	All Students	1	Targeted and/or Small Group Instruction will focus on developing reading comprehension and fluency skills.
				2	Cross curricular discussion and collaborations with common writing goals set for ELA/SS/Science.
				3	Support ELLs through pull out and basic skills reinforcements for lower levels. Push-in students will be supported by scaffolded supports/interventions.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Math-Based on data, students will have to complete high cognitive real world tasks that require explaining, modeling and precision. Students will have to complete mid unit and end of unit assessment that are aligned to the NJSLS and curriculum. This work needs to be supported by digital and online math programs.	Informational gaps are prevalent and regular interventions are necessary for students to be on grade level. SOAR materials should be utilized to strength student understanding more explicitly for intervention. Students must work with multiple representations in mathematics to elicit their understanding and the connections they make with pictures, oral language, manipulatives, & real world situations. Students must strengthen their ability to model mathematics as well as explain their conceptual understanding.	All Students	1	Students should use Math Reasoning Rubric to regularly monitor their conceptual understanding with their explanation model and precision of completion of math work.
				2	To develop and strengthen math vocabulary and accountable talk.
				3	Students must show and use multiple representations to connect for deep math reasoning and understanding.

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Parent Involvement: Based on participation during remote instruction parents attend more virtual events and workshops on a consistent basis. Students can offer training to peers and parents alike to develop involvement opportunities and the spread of technology in and outside of the building.	Parent/Guardian home schedules, child care, transportation, language barriers, motivation	All Students	1	Make the collection of parent emails a norm when registering and visiting the school for various reasons including; Back to School Night, Parent Teacher Conferences. Create a system to encourage and increase parent log in to the student information system.
				2	Arrange training for students and parents via volunteers/tech students to improve technology and provide workshops/guidance videos.
				3	Offer additional embedded opportunities for virtual/in person workshops, meetings, parent teacher conferences, etc. In addition to include virtual reminders via the parent portal

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Curriculum and Standards	The NJSLA data for Science demonstrated a need to strength students ability to engage in sense making practices.	Students struggle with explaining the cause and effect pertaining to conceptual understanding related to Science.	All Students	1	Provide professional development that addresses strategies that focus on sense making practices
				2	Develop task and rubrics that focus on sense making practices.
				3	Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement

SMART Goal 1

By June 2022, 75% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the ELA Common Assessment

Priority Performance Reading, Listening, Speaking and Writing: Based on data, students need to improve on reasoning and written expression through effective instruction, conversation, questioning and assessments.

Strategy 1: Targeted and/or Small Group Instruction will focus on developing reading comprehension and fluency skills.

Strategy 2: Cross curricular discussion and collaborations with common writing goals set for ELA/SS/Science.

Strategy 3: Support ELLs through pull out and basic skills reinforcements for lower levels. Push-in students will be supported by scaffolded supports/interventions.

Target Population: All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By June 2022 30% of the students will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the ELA Common Assessment.	Pre assessment (school based common assessment) will determine the baseline in September 2021.
Feb 15	By June 2022 45% of the students will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the ELA Common Assessment.	School based common assessment
Apr 15	By June 2022 60% of the students will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the ELA Common Assessment.	School based common assessment

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022, 75% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the ELA Common Assessment	School based common assessment

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Provide targeted, differentiated literacy instruction to address the individual learning needs of identified students during class-time. Use the common standard-aligned rubrics to monitor and remediate instruction and development.	9/8/21	11/16/21	Teachers, ELA specialist, administrators
2	1	Provide coaching as necessary to teachers; model lessons; and lead discussions focused on standards based reading and writing instructional strategies."	9/8/21	11/16/21	Teachers, ELA specialist and administrators
3	2	Conduct focused walkthroughs and/or observations to determine the effectiveness of reading and writing instruction and to identify teachers in need of targeted professional development and coaching.	9/8/21	11/16/21	Teachers, ELA specialist and administrators
4	3	Use common planning time to analyze common assessment data, use information to collaborate on student grouping and plan instructional interventions	9/8/21	11/16/21	Teachers, ELA specialist and administrators
5	2	Provide targeted, differentiated literacy instruction to address the individual learning needs of identified students during class-time. Use the common standard-aligned rubrics to monitor and remediate instruction and development.	11/17/21	1/31/22	Teachers, ELA specialist and administrators
6	1	Provide coaching as necessary to teachers; model lessons; and lead discussions focused on standards based reading and writing instructional strategies.	11/17/21	1/31/22	Teachers, ELA specialist and administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	2	Conduct focused walkthroughs and/or observations to determine the effectiveness of reading and writing instruction and to identify teachers in need of targeted professional development and coaching.	11/17/21	1/31/22	Teachers, ELA specialist and administrators
8	3	Use common planning time to analyze common assessment data, use information to collaborate on student grouping and plan instructional interventions	11/17/21	1/31/22	Teachers, ELA specialist and administrators
9	2	Provide targeted, differentiated literacy instruction to address the individual learning needs of identified students during class-time. Use the common standard-aligned rubrics to monitor and remediate instruction and development	2/1/22	4/15/22	Teachers, ELA specialist and administrators
10	1	Provide coaching as necessary to teachers; model lessons; and lead discussions focused on standards based reading and writing instructional strategies.	2/1/22	4/15/22	Teachers, ELA specialist and administrators
11	2	Conduct focused walkthroughs and/or observations to determine the effectiveness of reading and writing instruction and to identify teachers in need of targeted professional development and coaching.	2/1/22	4/15/22	Teachers, ELA specialist and administrators
12	3	Use common planning time to analyze common assessment data, use information to collaborate on student grouping and plan instructional interventions	2/1/22	4/15/22	Teachers, ELA specialist and administrators
13	2	Provide targeted, differentiated literacy instruction to address the individual learning needs of identified students during class-time. Use the common standard-aligned rubrics to monitor and remediate instruction and development	4/18/22	6/24/22	Teachers, ELA specialist and administrators
14	1	Provide coaching as necessary to teachers; model lessons; and lead discussions focused on standards based reading and writing instructional strategies.	4/18/22	6/24/22	Teachers, ELA specialist and administrators
15	1	Provide coaching as necessary to teachers; model lessons; and lead discussions focused on standards based reading and writing instructional strategies.	4/18/22	6/25/22	Teachers, ELA specialist and administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
16	3	Use common planning time to analyze common assessment data, use information to collaborate on student grouping and plan instructional interventions	4/18/22	6/24/22	Teachers, ELA specialist and administrators

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer School PBL Teachers	INSTRUCTION - Personnel Services - Salaries / 100-100	\$50,000	ESSER/ESSER II/ARP
1	Summer School PBL Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$3,825	ESSER/ESSER II/ARP

SMART Goal 2

During 2021-2022 75% of the students in grades 6-8 will increase proficiency by 10% based on their math conceptual understanding using multiple representation as evidenced by Math common assessment.

Priority Performance

Math-Based on data, students will have to complete high cognitive real world tasks that require explaining, modeling and precision. Students will have to complete mid unit and end of unit assessment that are aligned to the NJSLs and curriculum. This work needs to be supported by digital and online math programs.

Strategy 1:

Students should use Math Reasoning Rubric to regularly monitor their conceptual understanding with their explanation model and precision of completion of math work.

Strategy 2:

To develop and strengthen math vocabulary and accountable talk.

Strategy 3:

Students must show and use multiple representations to connect for deep math reasoning and understanding.

Target Population:

All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	During 2021-2022 school year 75% of students in grades 6-8 will show growth based in their math conceptual understanding using multiple representation shown on grade level common assessment with 2.5% proficiency.	Pre assessment from September 2021 will provide the baseline. Grade level common assessments.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	During 2021-2022 school year 75% of students in grades 6-8 will show growth based in their math conceptual understanding using multiple representation shown on grade level common assessment with 5% proficiency.	Grade level common assessments.
Apr 15	During 2021-2022 school year 75% of students in grades 6-8 will show growth based in their math conceptual understanding using multiple representation shown on grade level common assessment with 7.5% proficiency.	Grade level common assessments.
Jul 1	During 2021-2022 75% of the students in grades 6-8 will increase proficiency by 10% based on their math conceptual understanding using multiple representation as evidenced by Math common assessment.	Grade level common assessments.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	To utilize the ST Math and Soar Intervention tools for students showing risk in math	9/8/21	11/16/21	Teachers
2	2	Teachers will discuss student math progress during CPT with math specialist.	9/8/21	11/16/21	Teachers, math specialist and administrators
3	1	Specialist to conduct at least two professional development to improve teacher instruction/practice	9/8/21	11/16/21	Teachers, math specialist and administrators
4	3	Teachers will utilize platforms (equatio) to help provide opportunity for students to give multiple representation and make connections.	9/8/21	11/16/21	Teachers, math specialist and administrators
5	3	To utilize the ST Math and Soar Intervention tools for students showing risk in math	11/17/21	1/31/22	Teachers
6	2	Teachers will discuss student math progress during CPT with math specialist.	11/17/21	1/31/22	Teachers, math specialist and administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
7	1	Specialist to conduct at least two professional development to improve teacher instruction/practice	11/17/21	1/31/22	Teachers, math specialist and administrators
8	3	Teachers will utilize platforms (equatio) to help provide opportunity for students to give multiple representation and make connections.	11/17/21	1/31/22	Teachers, math specialist and administrators
9	3	To utilize the ST Math and Soar Intervention tools for students showing risk in math	2/1/22	4/15/22	Teachers, math specialist and administrators
10	2	Teachers will discuss student math progress during CPT with math specialist	2/1/22	4/15/22	Teachers, math specialist and administrators
11	1	Specialist to conduct at least two professional development to improve teacher instruction/practice	2/1/22	4/15/22	Teachers, math specialist and administrators
12	3	Teachers will utilize platforms (equatio) to help provide opportunity for students to give multiple representation and make connections.	2/1/22	4/15/22	Teachers, math specialist and administrators
13	3	To utilize the ST Math and Soar Intervention tools for students showing risk in math	4/18/22	6/24/22	Teachers, math specialist and administrators
14	2	Teachers will discuss student math progress during CPT with math specialist	4/18/22	6/24/22	Teachers, math specialist and administrators
15	1	Specialist to conduct at least two professional development to improve teacher instruction/practice	4/18/22	6/24/22	Teachers, math specialist and administrators
16	3	Teachers will utilize platforms (equatio) to help provide opportunity for students to give multiple representation and make connections.	4/18/22	6/24/22	Teachers, math specialist and administrators

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Specialists	INSTRUCTION - Personnel Services - Salaries / 100-100	\$289,656	Federal Title I (School Allocation)
7	Specialists	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$130,345	Federal Title I (School Allocation)

SMART Goal 3

By the end of June 2022 there will be 1500 recorded log in into the Parent Portal as evidence of increased parent participation.

Priority Performance Parent Involvement: Based on participation during remote instruction parents attend more virtual events and workshops on a consistent basis. Students can offer training to peers and parents alike to develop involvement opportunities and the spread of technology in and outside of the building.

Strategy 1: Make the collection of parent emails a norm when registering and visiting the school for various reasons including; Back to School Night, Parent Teacher Conferences. Create a system to encourage and increase parent log in to the student information system.

Strategy 2: Arrange training for students and parents via volunteers/tech students to improve technology and provide workshops/guidance videos.

Strategy 3: Offer additional embedded opportunities for virtual/in person workshops, meetings, parent teacher conferences, etc. In addition to include virtual reminders via the parent portal

Target Population: All Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By the end of Cycle I- 375 logins will be achieved through the OnCourse report.	Review parent login to determine the baseline. OnCourse Parent Portal
Feb 15	By the end of Cycle II- 750 logins will be achieved through the OnCourse report.	OnCourse Parent Portal. Parental events.
Apr 15	By the end of Cycle III- 1125 logins will be achieved through the OnCourse report. 2% increase in parent participation during school events.	OnCourse Parent Portal. Parental events.
Jul 1	By the end of June 2022 there will be 1500 recorded log in into the Parent Portal as evidence of increased parent participation.	OnCourse Parent Portal. Parents events.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Plan and offer training at Back to School Night and Parent Teacher Conference for parents to familiarize themselves with the portal.	9/8/21	11/16/21	Staff
2	3	Embedding robo calls to remind and encourage parents their participating.	9/8/21	11/16/21	Administrator
3	1	Continue collecting emails from parents in order for them to stay abreast of school function etc.	9/8/21	11/16/21	Staff
4	1	Conduct quarterly review by school liaison to assess parent involvement and generate percentage of families that are engaging in school events and parental portal.	9/8/21	11/16/21	Liaison and administrators
5	2	Plan and offer training during parent teacher conferences for parents to familiarize themselves with the portal.	11/17/21	1/31/22	Staff
6	3	Embedding robo calls to remind and encourage parents their participating.	11/17/21	1/31/22	Administrator
7	1	Continue collecting emails from parents in order for them to stay abreast of school function etc.	11/17/21	1/31/22	Staff
8	1	Conduct quarterly review by school liaison to assess parent involvement and generate percentage of families that are engaging in school events and parental portal.	11/17/21	1/31/22	Administrator
9	2	Plan and offer training during Parent teacher Conference for parents to familiarize themselves with the portal.	2/1/22	4/15/22	Liaison and administrators
10	3	Embedding robo calls to remind and encourage parents their participating.	2/1/22	4/15/22	Administrator
11	1	Continue collecting emails from parents in order for them to stay abreast of school function etc.	2/1/22	4/15/22	Staff
12	1	Conduct quarterly review by school liaison to assess parent involvement and generate percentage of families that are engaging in school events and parental portal.	2/1/22	4/15/22	Liaison and Administrator

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
13	2	Plan and offer training during Parent teacher Conference for parents to familiarize themselves with the portal.	4/18/22	6/24/22	Staff
14	3	Embedding robo calls to remind and encourage parents their participating.	4/18/22	6/24/22	Administrator
15	1	Continue collecting emails from parents in order for them to stay abreast of school function etc.	6/24/22	6/24/22	Staff
16	1	Continue collecting emails from parents in order for them to stay abreast of school function etc.	4/18/22	6/24/22	Liaison and Administrator

< SMART Goal 3 - Budget Items: NO DATA >

SMART Goal 4

By June 2022 75% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the scores in Science tasks related to sense making practices.

Priority Performance The NJSLA data for Science demonstrated a need to strength students ability to engage in sense making practices.

Strategy 1: Provide professional development that addresses strategies that focus on sense making practices

Strategy 2: Develop task and rubrics that focus on sense making practices.

Strategy 3: Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement

Target Population: All Students

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By June 2022 30% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the scores in Science tasks related to sense making practices.	Scores on sense making tasks evaluated by NBMS Common Rubric
Feb 15	By June 2022 45% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the scores in Science tasks related to sense making practices.	Scores on sense making tasks evaluated by NBMS Common Rubric
Apr 15	By June 2022 60% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the scores in Science tasks related to sense making practices.	Scores on sense making tasks evaluated by NBMS Common Rubric

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 2022 75% of students in grades 6-8 will increase 1-2 rubric proficiency levels in citing evidence and written expression while using valid reasoning to produce clear and coherent writing as evidenced by the scores in Science tasks related to sense making practices.	Scores on sense making tasks evaluated by NBMS Common Rubric

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Initial training for teachers to train them on utilizing the sense making rubric	9/8/21	11/16/21	Teachers, ELA specialist, administrators
2	2	Develop activities that focus on sense making practices during common planning time.	9/8/21	11/16/21	Teachers, ELA specialist, administrators
3	3	Check lesson plans and monitor instruction to ensure the activities are carried out.	9/8/21	11/16/21	Teachers, ELA specialist, administrators
4	3	Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement	9/8/21	11/16/21	Teachers, ELA specialist, administrators
5	2	Assess whether support needs to be provided by specialist.	11/16/21	1/31/22	Teachers, ELA specialist, administrators
6	2	Develop activities that focus on sense making practices during common planning time.	11/16/21	1/31/22	Teachers, ELA specialist, administrators
7	3	Check lesson plans and monitor instruction to ensure the activities are carried out.	11/16/21	1/31/22	Teachers, ELA specialist, administrators

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
8	3	Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement	11/16/21	1/31/22	Teachers, ELA specialist, administrators
9	2	Assess whether support needs to be provided by specialist.	2/1/22	4/15/22	Teachers, ELA specialist, administrators
10	2	Develop activities that focus on sense making practices during common planning time.	2/1/22	4/15/22	Teachers, ELA specialist, administrators
11	3	Check lesson plans and monitor instruction to ensure the activities are carried out.	2/1/22	4/15/22	Teachers, ELA specialist, administrators
12	3	Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement	2/1/22	4/15/22	Teachers, ELA specialist, administrators
13	2	Assess whether support needs to be provided by specialist.	4/18/22	6/24/22	Teachers, ELA specialist, administrators
14	2	Develop activities that focus on sense making practices during common planning time.	4/18/22	6/24/22	Teachers, ELA specialist, administrators
15	3	Check lesson plans and monitor instruction to ensure the activities are carried out.	4/18/22	6/24/22	Teachers, ELA specialist, administrators
16	3	Collect student samples/response to task and score them to determine areas of weakness and provide the support for improvement	4/18/22	6/24/22	Teachers, ELA specialist, administrators

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$289,656	\$0	\$50,000	\$0	\$0	\$0	\$339,656
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$289,656	\$0	\$50,000	\$0	\$0	\$0	\$339,656
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$130,345	\$0	\$3,825	\$0	\$0	\$0	\$134,170
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$130,345	\$0	\$3,825	\$0	\$0	\$0	\$134,170
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$420,001	\$0	\$53,825	\$0	\$0	\$0	\$473,826

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$420,001	\$0	\$420,001
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$420,001	\$0	\$420,001

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.	
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate and Culture, including Social and Emotional Learning
x		Curriculum and Standards
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).	
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.	
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.	

Completed By: Georgette Gonzalez

Title: Principal

Date: 07/22/2021

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Richard Jannarone
 Title: School Business Administrator
 Date: 07/23/2021

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Richard Jannarone
Title: School Business Administrator
Date: 07/23/2021